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ABSTRACT

THIS STUDY INVESTIGATED NUMBERS AND PERCENTAGES OF SAN DIEGO ADULT SCHOOL GRADUATES COMPLETING THEIR FIRST SEMESTER OF COLLEGE WORK DURING 1962-67, LOCATIONS OF COLLEGES ATTENDED, NUMBERS OF STUDENTS ATTENDING, GRADE POINT AVERAGES (GPA) AND NUMBER OF CREDIT COURSES TAKEN, AND GPAS FOR GRADUATES OUT OF STATE, IN CALIFORNIA, IN THE SAN DIEGO AREA, OR AT SAN DIEGO JUNIOR COLLEGE. ADULT SCHOOL GRADUATE RECORDS, AND LETTERS AND TRANSCRIPTS FROM RESPONDENT COLLEGES, YIELDED DATA ON 433 GRADUATES (LARGELY MALES AGED 18-25, AND TYPICALLY SERVICEMEN OR VETERANS). THESE WERE AMONG THE FINDINGS: (1) GRADUATES ATTENDING COLLEGE IN SAN DIEGO COUNTY (61%) DID BETTER THAN GRADUATES ELSEWHERE; (2) 82 STUDENTS AT 65 COLLEGES IN 24 OTHER STATES, THE DISTRICT OF COLUMBIA, AND MEXICO HAD AN AVERAGE GPA OF 1.85; THOSE WITHIN THE STATE, COUNTY, OR SAN DIEGO JUNIOR COLLEGE HAD HIGHER GPAS; (3) ABOUT 80% OF THE GRADUATES SUCCEEDING IN STAYING IN COLLEGE; (4) STUDENTS OVER 21 DID BETTER THAN THOSE UNDER 21; (5) ADULT SCHOOL GPAS HAD SURPASSED PREVIOUS HIGH SCHOOL GPAS; (6) GRADUATES WHO HAD HAD HIGH GRADES PERFORMED AS WELL AS REGULAR DAY STUDENTS WITH SIMILAR HIGH SCHOOL GRADES. FURTHER IN-DEPTH RESEARCH AND FOLLOWUP STUDIES WERE RECOMMENDED. (LY)

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THE 1962-1967 COLLEGE STUDY OF SAN DIEGO ADULT SCHOOL GRADUATES

A Thesis
Presented to the
Faculty of
United States International University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Jacqueline Lee Winslow
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

High school dropouts can return to the public school system in California to complete their academic work and to obtain the high school diploma necessary for doing posthigh school work in accredited two- and four-year colleges. San Diego Adult School in San Diego, California, is a public high school serving citizens sixteen years of age and over in the downtown area of the city. It is accredited by the Western Association of Schools and Colleges. Yet, because most of the courses at San Diego Adult School are offered in the evening rather than in the day hours; because students seen walking the halls are older (one graduating student was eighty); and because the curriculum includes courses in the arts and also classes for the specially handicapped, the college-bound student needs reassurance that the courses he is taking in working toward the high school diploma are what he would term, "legitimate courses," i.e., acceptable by two- and four-year accredited colleges for meeting their admittance requirements.

I. THE PROBLEM

It was thought that certain percentages, accumulated figures, and statistical comparisons would be meaningful both to college bound students and to San Diego Adult School's interest in their graduates' posthigh academic performance.

Statement of the problem. It was the purpose of this study to: (1) note the number and determine the percentage of San Diego Adult School graduates who completed their first semester of college course work in the time period January-February, 1962, to January-February, 1967, (2) summarize the numbers and locations of colleges attended, and (3) ascertain a) the numbers of attending students, b) the grade-point average of the first semester of college work, c) the average number of credit courses completed in the first semester's college work, and d) the grade-point average of all work attempted at the college level by San Diego Adult School graduates who attended colleges located out-of-state, in California, in the San Diego area, and in San Diego Junior College, San Diego, California.

In regard to academic success in college, it was the purpose of this study to: (1) determine whether or not the San Diego Adult School grade-point average could be useful as an indicator of college success; (2) determine whether or not the grade-point of secondary work undertaken prior to attending San Diego Adult School could be useful as an indicator of successful college work, (3) note any relationship of the age factor at time of graduation from San Diego Adult School to success in college, (4) note the distribution of grade-point averages of San Diego Adult School graduates for all college work completed in the time period January-February, 1962, to January-February, 1967, (5) note and compare grade-point averages from two-year colleges with those from four-year colleges, (6) record college grade-point averages of graduates who had made "B minus" or better in their course work at San Diego Adult School, and (7) record how well the best students in this evening high school compared with regular day students in college academic achievement.

Finally, in regard to the problems encountered in collecting information for this study--called "The 1962-1967 College Study of San Diego Adult School Graduates"--it was the writer's purpose to note the increased efficiency of information-gathering procedures that resulted from this study--procedures which will be effective in any follow-up study. On the basis of information compiled and analyzed in this study, content and procedure for other in-depth studies were expected to be recommended.

Importance of the study. A question that always occurs in group counseling of San Diego Adult School students is, "Will the courses be applied to college prerequisites?" Because it takes sustained motivation to attend evening high school after working all day, and because it takes time to complete the secondary graduation requirements when only one or two courses a semester are possible, San Diego Adult School students seeking a high school diploma need constant reassurance from the school.

For counseling purposes, the value of a recent statistical study on how well graduates of San Diego Adult School fare academically at the college level is apparent. Further, the question of the extent to which San Diego Adult School's college-recommended courses are effectively meeting increasing entrance and proficiency levels of accredited colleges is pertinent to evaluating and improving the instructional program. Finally, and more broadly, there has been little research in the area of adult high school graduates' work in college. This growing field of education should have greater recognition from professional educational researchers.

II. DEFINITIONS OF TERMS USED

Grade point average. The term "grade point average" denotes the average of all grades in accredited courses, whether the courses are taken in a secondary school or in a college. San Diego Adult School uses the four-point system for figuring grade-point average: an "F" letter grade on the student's record is counted as 0; a "D" letter grade is counted as 1; a "C" letter grade is counted as 2; a "B" letter grade is counted as 3; and an "A" letter grade is counted as 4 points. If a student has the same number of "B" letter grades in a given number of accredited units of college, high school, or junior high school work as the number of "D" letter grades in the accredited units, his average letter grade is "C," and his grade-point average is 2.

The advantage of using grade-point averages over using the letter-grade averages is that a finer determination of the student's standing is possible. As an example: in letter grades, a "C" is a "C." In grade points, the "C" can be anywhere from 1.50 to 2.50, the average being 2.00. Knowing whether or not the student's "C" average is more nearly in the highest or lowest level in the "C" range is helpful in counseling the student in course work and future workloads. All college transcripts received--if not already in conformance with the San Diego Adult School's four-point system--were converted to the four-point scale.

Grade keys. The grade-point averages that the investigator obtained from transcripts received--both from secondary and college institutions from locations throughout the United States--could not have been converted into the four-point scale without reference to "grade keys." "Grade keys" was the term used to indicate the (frequently) boxed information area on transcripts which explained the schools' point systems and their codes for grading academic achievements of their students.

1962-1967, 1962, or 1967. The terms "1962-1967," "1962," and "1967," as used in this study, included both San Diego Adult School graduates who had begun their college work in the month of January (in yearly quarterly-based colleges) and those graduates who had begun their college work in the month of February (in tri-semester colleges which are sometimes called "two-semester colleges").

CHAPTER II

LIMITATIONS AND DELIMITATIONS OF THE STUDY, POPULATION SOURCES OF DATA, PROCEDURES USED, TREATMENT OF FINDINGS, AND ORGANIZATION OF THE REMAINDER OF THE STUDY

I. LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations of the study. The study was limited to graduates of San Diego Adult School, San Diego, California, who had completed their first semester of college or more in the five-year period from 1962 to 1967. It was concerned, primarily, with their academic achievement after matriculating at two- and four-year colleges, but included names and locations of colleges attended. It was not concerned with the why and the how of college attendance; no attempt was made to elicit information from San Diego Adult School's graduates themselves about their reasons for attending certain colleges, their social or academic problems after entering college, or their reasons for attending college in the first place.

Delimitations of the study. Data for figuring the grade-point averages of college work completed by San

Diego Adult School graduates were elicited from the registrars' office of the respondent colleges. Responses were delimited by two factors: (1) the policies of registrars' offices requested payment for a copy of a student's transcript, and (2) some policies required that students sign a release for such a copy to his school of graduation (San Diego Adult School, in this study). The number of transcripts not received because of respondent colleges' delimiting policies, however, was whittled down by multiple mailings to a total of only twenty. These twenty represented only 4 per cent of the possible 499 possible college transcripts to be received for the study. It was considered a nominal percentage and not as delimiting a factor as it might have been had not the investigator's time, fortunately, been so flexible and expandible.

II. THE POPULATION

The population of the study was limited to graduates of San Diego Adult School, San Diego, California, who had completed their first semester of college work, or more, in the five year period from 1962 to 1967. Forty-nine per cent of the population began their college work within the first two years after high school graduation. A few began junior college classes concurrent with their last semester of high school; a few waited eleven and twelve years after their high school graduation. In any given year of graduation, an average of 30 to 35 per cent went on to finish at least one semester of college work.

The age range of these 433 graduates was from eighteen to sixty-three at time of graduation. The majority, 70 per cent, were in the eighteen to twenty-five age group. .

In sex categories, fifty-two were women and 381 were men; males made up 88 per cent of the population.

Military personnel were prominent. Over 69 per cent of graduating males were active service personnel; 20 per cent of graduating males were veterans.

III. SOURCES OF DATA

Letters and transcripts from respondent colleges. Letters from respondent colleges gave data of "no records," "never registered," and "registered--did not attend." Transcripts from respondent colleges yielded the following data: titles of college courses, units attempted and grades received, which semester the courses were taken, and grading keys.

Graduate records on file at San Diego Adult School. Most important data for this study came from graduate records: names, sex and ages of graduates, military status, year graduated from high school; course titles, units attempted, and grades from San Diego Adult School; course titles, units attempted, and grades from other secondary schools; names of other secondary schools--their locations and grade keys. Notations in graduate records showed students' requests that high school transcripts be forwarded to certain colleges. These notations were instrumental in initiating requests for college transcripts for this study.

IV. PROCEDURES USED

Procedures for eliciting the college transcripts of the population. Two letters were forwarded to colleges that San Diego Adult School graduates had indicated on their graduate records they were interested in attending. The first letter was an open-end response and a request from the principal of San Diego Adult School saying, in part, "...we will appreciate your sending us a transcript of the following student's grades." Space was left for the investigator to insert name and birth date of the particular student. Birth dates were used to insure proper student identification.

At the end of four weeks, if there had been no response, the second request letter was forwarded. It also requested a transcript of the named student, but, additionally, had three alternate check points: (1) "Student did not apply," (2) "Student applied but did not register in courses," and (3) "Student registered for courses but withdrew before loss or gain of credits." It was the purpose of this second request letter to remind the college queried of the first request and to offset any doubts about replying even if the student had no transcript on file there. The three alternate check points were left off the first request letter because there was some concern on the part of the investigator that respondent colleges might merely check one of the three closed-end responses rather than made a very thorough search in all their college files--those not current, the summer files, extended day program files, and similar considerations. The second request letter (with closed-end responses) was sent at three-week intervals until a reply was received. The longer periods of reply--such as seven months--often offered explanations of insufficient office help or too much work that had to be done before the reply could be made.

Certain policies of respondent colleges required adjustment procedures in eliciting information and transcripts. Though it is a common courtesy to forward college students' transcripts to their high school of graduation without cost, some colleges had a policy of requesting payment. Funds to meet these payment policies had to be identified and approved by San Diego Adult School administrators. The respondent colleges' policies requiring that their students--currently or previously enrolled--sign a release so that a copy of their college transcripts could be sent to San Diego Adult School, were dealt with by creating two more request letters. The third request letter sought a late address for the student so that this school could send a blank statement of release to the student. Most colleges complied by sending a late address for the identified student. The fourth request letter was addressed to the student and incorporated the statement of release for his signature and was mailed with a self-addressed, stamped envelope as an enclosure.

Often the college transcript in hand would show that a copy of that transcript had also been forwarded to some other college; or the transcript in hand might indicate college credits accepted from a previous college. In this manner, other college work was located. No San Diego Adult School graduates were included in the population unless all clues to further college work had been followed up with the request letters.

Procedure upon receipt of college transcripts at San Diego Adult School. Using the grading keys and an electric calculator, grade-point averages for the first semester and for all college work at the given college were computed on the basis of the four-point system. Grades taken from accredited courses at accredited two- and four-year institutions were used for averaging. A course marked "Withdrawal-Failing" was averaged in 0.00, or "Failing." A "Withdrawal-Passing" notation on the transcript was not used in averaging grade points or units of work attempted. The grade-point averages for the first semester were kept separate from grade-point averages of all work attempted. If the first semester of junior college was taken prior to attending San Diego Adult School, and if twelve or fewer units had been attempted, the first semester's grade-point average was the first college semester following one semester at San Diego Adult School.

College grade-point averages were posted to the three by five inch cards used to control mailing and as a brief or compilation of all data on a student. College names, addresses, and mailing dates of the different request letters were noted on the back of the three by five inch cards.

Treatment of findings. The three by five inch cards were originally alphabetized by the student's names so as to accomplish better compilation of data from the various transcripts, letters, and graduate files. Names of students were not used in the findings, but the initial stage of data compilation required either names or coding. Coding would have been superfluous clerical work; the cards are in custody of the principal.

Basically, the cards were sorted into piles to reduce categorical tallying of data, but some of the treatment was straight enumeration. The largest example of enumeration was a listing of names of colleges arranged in the three- or four-area classification found in Appendix A.

Categorical tallying was used for: age, sex, military status, number of students in the population, number of colleges attended, number of transcripts used in the study, number of students at a given grade-point average cut-off, number of population for a given graduation year, and other categories used in other treatments of findings.

Averaging was used on grades and number of units attempted. Percentage was useful in comparing distribution of grade-point average ranges and identifying what percentage of the population attended college in the first two years after high school graduation. Chi square was useful for recognizing the significance of the grade-point averages for younger and older members of the population.

Seven tables presented most of the data compiled for this study. It was hoped the long titles would clarify the tables' contents (See Chapter IV, pages 29, 30, 35, 37, 42, 46, and 48.).

Organization of the remainder of the study. Chapter III contains a review of the literature. Chapter IV is devoted to detailed presentations of results. Chapter V contains a summary of the study and recommendations deemed pertinent to the problem. A bibliography and appendices conclude the thesis.

CHAPTER III

REVIEW OF THE LITERATURE

Searching the indices for titles pertinent to this study. In the literature, an investigator must look closely at titles so as to rule out higher education, i.e., four-year colleges, their extension and correspondence courses that are undertaken by adult students already possessed of their high school diplomas. Obviously, both high school and college graduates attend public adult school classes without earning credits (perhaps to reinforce past learning, to pick up new skills for pleasure and profit, or to take college preparation classes); but the term "public adult education" seems first to conjure up the picture of higher education. The exception to this common or layman's meaning occurs among educational personnel. To the four-year college personnel, "public adult education" means four-year public supported colleges, but to the high school and junior college staff working in public schools, the term means adult education for all community members regardless of their educational background.

Publications out of Sacramento, California, show that the education department means both secondary and postsecondary classes or schools supported by public funds. Federal level publications make the distinctions "basic education," "secondary," "college" (meaning four-year institutions) and occasionally "junior college" when indexing for public adult education. Still, in the public's mind, adult education means "higher learning," i.e., above high school--organizations mentioned in organization indexes and handbooks assume as much, though there may not be many members of the organization who do not know, in fact, that high school classes for adults are being held over at the local, regular day high school buildings.

Review of the literature for this study.

Examination of available books and articles furnished information on curriculum content, methods, and teacher training; but no literature upon how well adult high school graduates fare in college. The review of the literature, therefore, is confined to that of public adult education in general, supplemented by statements from professional, active administrators in the field. "Public adult education" in the following depiction does not include four-year colleges.

Classes in public adult education began in California in 1856, and the first evening high school was registered in 1916 for San Diego, California. All fifty states and the District of Columbia have provisions for adult education, but California and New York have stayed steadily in the three top places over the years for numbers of students in attendance. In general, financial support throughout the nation issues from both state and school district funds, but federal support is increasing. Curriculums vary in reflecting the area being served. An agricultural community demands different classes from a central downtown city area, populated largely by senior citizens, for instance. The goals fairly well accepted by superintendents of instruction and state adult educational administrators throughout the nation and over the years as being first and second in importance are: (1) "to make adults aware of their civic responsibility to one another, to the community, the nation, and to the world" and (2) "to train for vocational competence with increased economic efficiency" (2:31).

The need for adult education. The nation is faced with constantly changing technology; the day of terminal education is past. The age of psychology is here; increased population with its concomitant problems of adjusting to crowded living and ever-growing bombardment of communications demands concern with social adjustment.

Welfare costs have risen above the economy's willingness to have a pool of cheap, unskilled labor--largely functionally illiterate. Not only do Americans decry the denying of individual hope, but also the decreasing national prestige and security as watching nations see in current flames and riots a political, muddling giant.

Federal program funding has made inroads on saving many adults who were not functioning adequately in the community, but the 1960 census showed over 76,000,000 American citizens eighteen years of age and over as having less than a high school level of education. California (the state in which this study was made) had over 5,500,000. More locally, the twenty-one census tracts served by San Diego Adult School, San Diego, California, had over 27,000 persons, or over 49 per cent of the population, eighteen years of age and older with less that a twelfth-grade education in 1960. These are the members of the community who need to be reached by public adult education. The typical adult student is "as likely to be a man as a woman, is under 40, has finished high school or better, and works full-time--probably in a white-collar job" (25), and is one of the almost 2,000,000 attending elementary and secondary schools throughout the nation. These members of the communities are studying, but the need for adult education exists and services are expanding to meet the community's needs. Research funding from the national level also has increased in the last five or six years.

Research or studies on college academic success of adults who had obtained diplomas from public adult schools. Only one study was published by the principal of San Diego Adult School (30). Seeking the reason for the lack of surveys in this field, the investigator wired Stanley Sworder, Chief of the Bureau of Adult Education, Sacramento, California. Mr. Sworder's letter said in part:

> . . . the reason there has been such a dearth of studies . . . is that up until recently no one really regarded the adult school as a steppingstone to college. This has changed . . . in the last few years and I am hopeful that there will be more interest. (40)

Locally, and at this time, a look at the percentage of students graduating from San Diego Adult School in 1968 shows it to be only about 7.5 per cent of the total registered student body of over 3,300. Since this study revealed that about 46 per cent of the graduates from any single graduating class would attempt college, the current class of 1968 can be expected to have a college-bound percentage that represents between 3 per cent and 4 per cent of the registered student body.

Although not a large part of the public adult school population, they are an important part, and the investigator was disappointed when requests to two adult school principals, suggested by Mr. Sworder as possibly having some unpublished surveys, did not result in responses.

In January, 1964, Mr. Floyd M. McCune, principal of San Diego Adult School, published a study concerning 606 graduates of San Diego Adult School who had entered college between September, 1954, and February, 1962 (30). His study was concerned with the use of the General Educational Development Tests available to military personnel. Approximately 81 per cent had used these test scores for credit toward graduation. A comparison of those students who had used the scores and those who had not used them revealed the grade-point average for first semester college was 2.61 for the "Non-GED Graduates" and 2.38 for the "GED Graduates." The conclusion was: "'GED Graduates' performance . . . somewhat below that of the other students;--however, . . . seem to have performed adequately when compared with other first year college students." This "1962-1967 Study" of San Diego Adult School graduates can make the same statement concerning the adequacy of San Diego Adult School students in college. The population was divided into two groups having higher and lower grade-point averages earned from San Diego Adult School. The group with the higher grade-point average was compared with a population of day students having the same high school grade-point average. First semester college grades (See Chapter IV, page 27) were similar for the adult high school and the day high school graduates.

Because the General Education Development Test scores were not used in the "1962-1967 Study," however, there could be no direct comparison of grade-point averages. Still, useful parallels could be discussed on the basis that the population of this study included a large majority of students who had taken the General Education Development Test--75 per cent to be exact. Eighty-one per cent of the population for the 1954-1962 study had taken the General Education Development Test; the populations for the two studies could be considered approximate in regard to the General Education Development Test factor. Yet, the "1962-1967 Study" population had 30 per cent failure (using grade-point averages below 2.00 as "Failing" for all college work); and the 1954-1962 study population had a 22 per cent failure in the first semester of college. (Comparing the first semester grade-point average with the grade-point average for all work attempted is valid (See Chapter IV, page 28).

The investigator considered the 8 per cent gap between these two studies to be attributable, primarily, to differences in structuring the two studies and, secondarily, to the continuingly higher college entrance requirements since the advent of the Russian Sputnik. The procedure of the 1954-1962 Study ignored "Withdrawal-Failing" notices on the students' college transcripts. The assumptive thinking was that enough "Withdrawal-Passing" grades would be "D" letter grades to offset the "F" letter grades of "Withdrawal-Failing" notices. In other words, neither "Withdrawal-Passing" nor "Withdrawal-Failing" were figured in grade-point averages in the study. This "1962-1967 Study" also ignored "Withdrawal-Passing" for purposes of grade-point averages, but counted "Withdrawal-Passing" notices as having a grade-point average of 0.00.

The investigator submits that the 8 per cent difference in college failures (as measured by grade-point averages below 2.00) was most likely attributable to the difference in the way the "Withdrawal-Failing" statements on transcripts were handled by the two studies. But, a secondary factor in reasoning the averaged 8 per cent difference in college failures might well be occasioned by the sustained rising entrance requirements of four-year colleges (63). Raised entrance requirements of four colleges elicited the plenary for junior colleges of increasing their levels of academie to meet the requirements. It might be said of the population in this "1962-1967 Study" that more work and ability were needed on the part of the student than were demanded of the student population of the 1954-1962 study.

CHAPTER IV

HOW 433 GRADUATES OF SAN DIEGO ADULT SCHOOL FARED ACADEMICALLY IN COLLEGE IN THE TIME PERIOD 1962 TO 1967; THE PERCENTAGE OF STUDENTS WHO ATTENDED THE THREE SAN DIEGO JUNIOR COLLEGE CAMPUSES, OTHER COLLEGES IN SAN DIEGO COUNTY, COLLEGES IN THE STATE OF CALIFORNIA, AND OUT-OF-STATE COLLEGES; DATA AND CONSIDERATION OF POSSIBLE COLLEGE GRADE PREDICTORS SUCH AS AGE, FORMER HIGH SCHOOL GRADES, AND ATTENDANCE AT TWO- OR FOUR-YEAR INSTITUTIONS: RECOMMENDATIONS FOR FUTURE FOLLOW-UP AND IN-DEPTH STUDIES FOR THE POPULATION STUDIED.

Four hundred thirty-three graduates of the San Diego Adult School, San Diego, California, completed one semester or more of college in the time period from 1962 to 1967. Because some of these graduates from San Diego Adult School attended more than one college in this time, 479 college transcripts were received and analyzed by the investigator to elicit data on time spent in college, numbers of units attempted, grades, college locations, and whether or not the colleges were two- or four-year institutions. All other data, such as age, sex, military status, San Diego Adult School grades, grades from former high school, numbers of units attempted, and information on where to send for college transcripts in the first place came from the files of San Diego Adult School, San Diego, California.

Data were organized for the benefit of San Diego Adult School's counselor, principal, staff, and students' perusal, and also for professional people who might be interested. Therefore, though tables and figures were presented, to clarify data findings, some of the interpretations were broadened by including characteristics of San Diego Adult School's population. It was hoped the long chapter and subdivision titles would show clearly what material was being presented in each section.

I. A REPORT ON THE FIRST SEMESTER OF COLLEGE WORK: NUMBERS OF COLLEGES ATTENDED, AVERAGE NUMBER OF UNITS ATTEMPTED, AND GRADE-POINT AVERAGES ARRANGED TO SHOW PERCENTAGE OF STUDENTS WHO ATTENDED COLLEGES LOCATED OUT-OF-STATE, IN CALIFORNIA, IN THE SAN DIEGO JUNIOR COLLEGE CAMPUSES, AND IN OTHER COLLEGES IN THE SAN DIEGO AREA; A REPORT ON THE NUMBER OF STUDENTS, AVERAGE NUMBER OF UNITS ATTEMPTED, AND GRADE-POINT AVERAGES FOR THE FIRST SEMESTER OF COLLEGE ARRANGED BY INDIVIDUALLY-NAMED COLLEGES IN SAN DIEGO COUNTY; AND FINALLY, A REPORT ON

GRADE-POINT AVERAGES AND NUMBER OF COLLEGES ATTENDED FOR ALL COLLEGE WORK ATTEMPTED, ARRANGED TO SHOW THE NUMBERS OF STUDENTS WHO ATTENDED COLLEGES LOCATED OUT-OF-STATE, IN CALIFORNIA, IN THE THREE SAN DIEGO JUNIOR COLLEGE CAMPUSES, AND IN COLLEGES (EXCEPT SAN DIEGO JUNIOR COLLEGE) WHICH WERE LOCATED IN THE SAN DIEGO COUNTY AREA

First semester college work taken in San Diego County. The data with regard to the first semester of college work taken in colleges located in San Diego County are presented in Table I and Table II, page 30.

As shown in Table I, these 433 San Diego Adult School graduates attended a total of 101 colleges in their first semester. Over half, or 61 per cent of these graduates, however, went to one of the three campuses of San Diego Junior College in San Diego, California, for their first semester's work. Those students attending one of the three San Diego Junior College campuses took an average of five and one-half units of accredited college course work in their first semester (frequently a summer session) and their grade-point average that first semester was 2.27. A grade-point average of 2.27 is better than a "C," but not quite good enough to be called a "B" in letter grade evaluation.

Data from other San Diego County colleges, Table II, shows that students who attended Grossmont College made a grade-point average of 3.18, or a strong "B" letter grade in their first semester of college. Students who attended Southwestern College in San Diego had a grade-point average of 1.95 the first semester.

Grade-point averages for first semester college work taken in San Diego County varied from a low of 1.95 (at Southwestern College) to a high of 3.18 (at Grossmont College), with letter grades ranging from "C" to "B." Sixty-one per cent of the students averaged 2.27 in their first semester's work, taken at one of the three campuses of San Diego Junior College.

An interesting picture may be drawn from these data by comparing the first semester grade-point averages earned in San Diego County colleges with those earned in colleges located outside of San Diego County.

First semester college work taken outside San Diego County. San Diego Adult School graduates who attended out-of-state colleges in their first semester after high school made an overall grade-point average of 1.59 as compared to 2.27 for those who attended San Diego Junior College and 2.51 for those who attended four other colleges in San Diego County (see Table I). The much lower grade-point average of 1.59 for those who

TABLE I

AREA SUMMARY TABLE OF FIRST SEMESTER COLLEGE WORK COMPLETED BY SAN DIEGO ADULT SCHOOL GRADUATES FROM 1962 TO 1967

Area or institution	Number of colleges	Average number units completed	Percentage of students	Grade-point average
San Diego Jr. College	3	5-1/2 *	61	2.27
S. D. County area colleges other than S. D. Jr. College	4	10 *	8	2.51
California colleges	44	7-3/4	18	1.85
Out-of-state colleges	50	8-8/10	13	1.59
Column Totals:	101	(6-1/3)**	100	(2.13)**

*The average number of units completed for all San Diego County colleges in the first semester was 7.77.

**True averages; not a column average.

TABLE II

TABLE OF FIRST SEMESTER COLLEGE WORK COMPLETED BY SAN DIEGO ADULT SCHOOL GRADUATES IN THE TIME PERIOD FROM 1962 TO 1967 IN ALL COLLEGES OF SAN DIEGO COUNTY EXCEPT THE SAN DIEGO JUNIOR COLLEGE

Name of college	Number of students	Grade-point average	Average number units per capita
Grossmont Junior College, El Cajon	13	3.18	5
San Diego State College, San Diego	4	2.04	16-1/2
Southwestern Junior College, Chula Vista	17	1.95	5-4/5
University of San Diego, San Diego	1	2.70	18
Column Totals:	35	2.51	10

attended out-of-state colleges might be attributable to the fact that the majority of out-of-state colleges were four-year institutions, whereas colleges attended in San Diego County the first semester were invariably two-year institutions: in San Diego County, 69 per cent of the population studied attended the two-year institutions (see Table I, page 29, and Table II). The larger student bodies found at four-year institutions could make them more competitive than the two-year institutions for students who are often the first member of their family to attend college (63).

In comparing grade-point averages in San Diego County--which are "C" plus or "B" minus in letter grades--with the 1.85 grade-point average for all California colleges located outside of San Diego County (Table I, page 29), no such population characteristic interpretation will hold. As was true in San Diego County, most of the colleges located outside of San Diego County, but in California, were two-year institutions (supporting data in Appendix B).

Speculating further on these grade-point comparisons, the investigator questioned whether the average number of units attempted the first semester--the workload--might not have been the reason for higher grade-point averages in San Diego County colleges as compared to all other California colleges. Table I, page 29, however, shows no such trend. Indeed, comparing the average number of units attempted in California colleges not located in the county, i.e., 7.75, with the 7.77 average units completed for all San Diego County colleges, it is apparent the first semester workloads were virtually the same.

Similarly, and for reasons not having to do with differences in first semester workloads, data in Table I, page 29, establish that San Diego Adult School must have prepared her graduates to perform better academically in their first semester's college work when those students attended a college in San Diego County. Comment should be made on this fact: since San Diego Adult School is under the San Diego Junior College administration, the above fact serves only to substantiate any common sense speculation that graduates of the high school would perform well in the junior college. Other data in Table I, page 29, however, do not substantiate any common sense guess; the grade-point average of 2.51 established for San Diego county colleges other than San Diego Junior College, should be recognized as new information of interest to San Diego educators. It could be interpreted to indicate a possibility of commonality of educational goals existing within the community. Whether this is a true surmise or a non sequitur, this concludes the presentation of the first semester grades, except for some comparisons with overall grade-point averages in the section immediately following and with college grade predictors (page 39).

All college work attempted in the period 1962 to 1967. Table III, page 35, is a presentation of academic achievement as measured by grade-point averages, and pertains to all college work attempted by San Diego Adult School graduates in the time period 1962 to 1967. It may be seen in Table III, page 35, that these 433 graduates attended 122 different colleges. Appendix A gives the more detailed data that these colleges were located in twenty-four different states--of which Texas was the most frequently attended--in Washington, D. C., and in Mexico. If it is remembered that a high percentage of the male population studied were veterans (20 per cent) or active military personnel (69 per cent), the widespread locations and total large number of colleges attended (122) is explained. Only 101 colleges (see Table I, page 29) were attended during the first semester of college, so there was an increase in the number of colleges for all work attempted, 1962 to 1967.

There was no grade-point average increase for all work attempted as compared with the total average of first semester's college work. The grade-point average in Table III was 2.12; the grade-point average for first semester only as shown in Table I, page 29, was 2.13.

Summarizing Table III: 433 San Diego Adult School graduates attended 122 colleges in the time period 1962 to 1967; their grade-point averages were virtually the same for all college work attempted as for the first semester's work alone. Furthermore, grade-point averages were "C" plus for college work taken in San Diego County, and they were "C" minus for work taken in California and out-of-state colleges. Finally, the grade-point averages for all students attempting all college credit courses in the time period 1962 to 1967 was 2.12, or about a "C" average, which brings the study to the consideration of how the population fared academically in college, without regard to area or to place of attendance.

The overall college grade-point averages for San Diego Adult School graduates in the period 1962 to 1967, regardless of their previous academic standing in high school and without regard to college locations, is presented in Table IV, page 37.

It may be seen in Table IV that approximately 80 per cent of the school population studied

TABLE III

AREA BREAKDOWN FOR GRADE-POINT AVERAGES OF ALL COLLEGE CREDIT COURSES ATTEMPTED IN THE PERIOD 1962 TO 1967

Area or institution	Number of students	Number of colleges	Percentage of students	Grade-point average
S. D. Jr. College	258	3	54	2.46
S. D. County area colleges other than S. D. Jr. College	50	6	10	2.45
Calif. Colleges other than S. D. County	89	48	19	1.95
Out-of-state colleges	82	65	17	1.85
Column Totals:	479*	122	100	(2.12)**

*This column, "Number of students," is larger than the population of this study (which is four hundred thirty-three) because some students attended more than one college.

**This true grade-point average of all college credit work, 2.12, is not the columnal average.

probably succeeded in college work. The word, "probably" must be used to restrict an exact interpretation of the percentages involved because varying factors have to do with students' continued acceptance in a given college. In general, four-year colleges will expect students to bring their grade-point average up to 2.00 by the end of the following semester. Administrative policies, counseling activity, the student's past grades, and the number of units he has completed to date will have a great deal to do with a student's continued sojourn at a junior college. Another varying factor is the student's desire to continue. A junior college student with a 1.00 grade-point average and enough fervor to continue on will bother to find out that it is possible for him to petition for readmittance after receiving the notice of his low grades and unsatisfactory achievement. Therefore, any interpretation of percentage of college failures is subject to question if the college attended was a junior college. Yet, looking at Table IV, it appears that at least 20 per cent must have failed because their grade-point averages were from 0 to 1.49. The investigator asked if a grade-point average of .50 the first semester would disqualify a student from further attendance at junior college, assuming the student had petitioned for re-entrance. The answer (19) was that the single most

TABLE IV

PERCENTAGE BREAKDOWN OF STUDENTS' GRADE-POINT AVERAGES AND LETTER GRADES FOR ALL COLLEGE CREDIT COURSES ATTEMPTED IN THE TIME PERIOD 1962 TO 1967

Grade-point averages for all college work attempted	Percentage of students in grade-point average range	Percentage of college academic achievement given by letter grade "C"
Between 0.00 and .99	10%	20% Under a "C"
Between 1.00 and 1.49	10%	
Between 1.50 and 1.99	10%	44% A "C" Average
Between 2.00 and 2.49	34%	
Between 2.50 and 2.99	15%	36% Above a "C"
Between 3.00 and 3.49	15%	
Between 3.50 and 4.00	6%	

important factor determining continued attendance was the number of units already completed, though desire and college instructor's opinions were also important in making the decision. Though interpretations as to percentage of college failure may vary, particularly in regard to junior colleges, it is safe and conservative to state from Table IV that 80 per cent or more succeeded in college with grade-point averages ranging from 1.50 to 4.00.

An exposition on Tables I through IV, pages 29, 30, 35, and 37, respectively, could interpret them as "good" or "bad" from the students' viewpoint because a "C" letter grade could be encouraging news to some graduating students being counseled at San Diego Adult School. Others might feel personally discouraged to expect "only a 'C'" in college. The counselor and staff at the high school can state, as a result of this study, "Better than eighty per cent of all graduates completing one semester or more of college will probably continue on in college . . . at least, their grades will not be holding them back" (63).

Certainly, counselor, staff, and graduating students at San Diego Adult School would welcome other, more discrete predictors of success if the study could produce them. And the next subdivision of this chapter questions and identifies three factors that were evolved in this study as possible predictors of success.

II. A REPORT ON COLLEGE GRADE PREDICTORS SUCH AS AGE, HIGH SCHOOL GRADES, AND ATTENDANCE AT TWO- OR FOUR-YEAR INSTITUTIONS

Predicting college grade-point averages is important to the morale of students attending San Diego Adult School. Most of them have daytime jobs; they come in to school in the evenings--three to five nights a week--tired from a day's work. Often, to get the high school diploma they need to continue on to college work, they expect to be attending night school for one or two more years. They may not have supported formal education as a positive, personal value earlier in their lives, but later life experiences have taught them to value skills and formal learning (63). Helping them sustain their morale over weeks, months, and years is a challenging undertaking; counselor, staff, and administrators share the responsibility of supporting adult students' morale in their new goals. With all the difficulties in supporting a new and sometimes long-term goal, every bit of datum helps both students and staff make better decisions about whether to attend college, and which college to attend. This study had the data on several factors linked to predicting greater or less college success. The first possible college success predicting factor considered--age at the time of graduating from San Diego Adult School--was coupled with grade-point averages for the first semester's work in college.

Age at time of graduating from San Diego Adult School as related to grade-point averages for the first semester of college work. College attendance for the time period 1962 to 1967 included a population with ages ranging from eighteen to sixty-three years at the time of graduation from San Diego Adult School. It was appropriate to divide the population into two groups at the median age of twenty-one years, making a chi square group called "younger" and another chi square group called "older." The student population was also divided on the basis of grade-point averages for the first semester of college work, which averages were tallied as being "high" if they were 2.50 or above, or as being "low" if they ranged below the 2.50 cutoff; the "low" group included grade-point averages of "Failing" and "Failing-Withdrawal" as 0.00. The expectation, or hypothesis, was that the grade-point average would be distributed about fifty-fifty in the two chi square groups, "younger" and "older." The resulting chi square value of P .001 was significant at the 5 per cent level of confidence: older students performed significantly better in their first semester of college than younger students--the hypothesis was nullified.

Still another discrete predictor of college academic achievement is often high school grades. The next section considers whether grades from San Diego Adult School or grades from all other high school work would be better predictors of high achievement in college.

Grade-point averages from work taken at San Diego Adult School and also from work taken prior to attending San Diego Adult School as related to grade-point average for the first semester of college.

Table V shows the result of comparing first the San Diego Adult School grade-point averages and first semester college grade-point averages; then, first semester college grade-point averages with all secondary work taken prior to attending San Diego Adult School. It was expected that both sets of comparisons would result in an approximate fifty-fifty distribution. By inspection, it may be seen that the comparison of grade-point averages between first semester college and

TABLE V

BOTH SAN DIEGO ADULT SCHOOL GRADE-POINT AVERAGES AND GRADE-POINT AVERAGES FROM WORK TAKEN PRIOR TO ATTENDING SAN DIEGO ADULT SCHOOL AS COMPARED TO THE FIRST SEMESTER COLLEGE GRADE-POINT AVERAGES OF THE SAME STUDENT

	GRADE-POINT AVERAGES		
	HIGHER	LOWER	TOTALS
San Diego Adult School	331	60	391*
All other high schools	146	128	274

*This total does not reach the population total studied of 433 because forty-two students took credit by examination, receiving credit by no grades.

the group ("All other high school work") did, indeed, approximate the anticipated fifty-fifty distribution. There were 146 grade-point averages from the group "All other high schools" that were higher than the first semester college grade-point averages, and 128 grade-point averages from the group "All other high schools" that were lower than first semester college grade-point averages: grade-point averages earned at "All other high schools" were not related to first semester college grade-point averages, and they should not be considered as possible predictors of college grades.

Table V also shows that grade-point averages from San Diego Adult School were higher than grade-point averages derived from the first semester of college work. By inspection, they are negatively related, i.e., in general, students with high grade-point averages from San Diego Adult School had first semester college point averages that were lower than their San Diego Adult School grade-point averages.

Finally, Table V brings to mind a question as the reader compares the random distribution of grade-point averages for the group "All other high schools" with the negatively related grade-point averages of San Diego Adult School: why does "San Diego Adult School" secondary work have higher grade-point averages than work taken at "All other high schools?" Basically, the answer may be that they were more highly motivated to get an education as adults than they had been when they were younger. Furthermore, they learned (once they had put themselves back into the secondary school) that they could finish high school more quickly than they might have expected--through the use of credit by examination and the General Education Development Tests. Over 85 per cent of the population was eligible for the General Education Development Tests because they were current members or veterans of the armed forces. By passing this test with a standard score of 35 or above on each of the five tests, and also attaining an average score of 45 or above, these students could complete the requirements for a California high school diploma by taking courses in United States History, United States Government, and California Government. The other 15 per cent of the population also had access to credit by examination and credit for certain past work experiences. Both military and nonmilitary realized that certain classes such as physical education, first aid, driver education, and some arts need not be a part of their high school diploma curriculum, but had been requirements for them as regular day students. Doubtless, maturity and past life experiences motivated students to do better during their adult high school tenure, as compared to their past compulsory attendance in high school.

Though Table V, page 42, points up the fact that, in general, first-semester college grade-point averages were not higher than high school averages earned, other data in the study indicated high secondary grade-point averages could be helpful in predicting success or failure in college. The following section deals with these data.

San Diego Adult School grade-point averages of 2.75 and above as compared to grade-point averages for all students attending two-year colleges and as compared to grade-point averages for all students who attended four-year colleges in the time period 1962 to 1967.

Table VI is for two-year colleges only. It gives the datum that the average grade-point for all work taken in two-year colleges was 2.31. A little over 80 per cent of the population who attended any two-year college for one semester or more made grade-point averages of 2.00 or above. Approximately, 11 per cent made grade-point averages between 1.00 and 1.99. Four per cent made grade-point averages of 0.00 to .99.

Interpreting the 11 per cent who made grade-point averages between 1.00 and 1.99 is difficult as compared to the other percentages presented in Table VI. Apparently, 8 per cent failed, and just as apparently

TABLE VI

GRADE-POINT AVERAGES FROM COLLEGE TRANSCRIPTS RECEIVED ON SAN DIEGO ADULT SCHOOL GRADUATES WHO HAD MADE A GRADE-POINT AVERAGE OF 2.75 OR ABOVE AT SAN DIEGO ADULT SCHOOL: TWO-YEAR COLLEGES ONLY

Grade-point average for two-year colleges	Number of transcripts received	Percentage
0.00 to .99	22	8
1.00 to 1.99	29	11
2.00 to 2.99	139)	81
3.00 to 4.00	79)	
Column Totals:	269	100

Note: The average grade-point was 2.31 for college work of San Diego Adult School graduates who had made a grade-point average of 2.75 or above in their course work at San Diego Adult School.

81 per cent succeeded in two-year colleges. But the 11 per cent who made grade-point averages between 1.00 and 1.99 fall into an individually determined area of continued college attendance, their further attendance depending upon: how many courses they had taken, college entrance tests, and results of the junior college counseling session which occurs upon request for readmittance to junior college.

Another way of stating the population success in two-year institutions is in ratio rather than percentages: students who had made an average grade-point of 2.75 or above at San Diego Adult School had a resultant ratio of eight-to-two for making a grade of "C" or above in two-year colleges; their estimated ratio of success in two-year colleges was nine-to-one. Since 269 transcripts were involved in the two-year college data in Table VI as compared to only fifty-three for the data on four-year colleges, the nine-to-one ratio of success in college should be useful in current counseling of seniors and graduates of San Diego Adult School: 269 cases (or transcripts) is statistically valid for making predictions of college success for those students who have averaged 2.75 or above at this school.

About five times more students attended two-year than attended four-year institutions. Table VII

TABLE VII

GRADE-POINT AVERAGES FROM COLLEGE TRANSCRIPTS RECEIVED ON SAN DIEGO ADULT SCHOOL GRADUATES WHO HAD MADE A GRADE-POINT AVERAGE OF 2.75 OR ABOVE AT SAN DIEGO ADULT SCHOOL: FOUR-YEAR COLLEGES ONLY

Grade-point average for four-year colleges	Number of transcripts received	Percentage
0.00 to .99	2	4
1.00 to 1.99	16	30
2.00 to 2.99	25)	66
3.00 to 4.00	10)	
Column Totals:	53	100

Note: The grade-point average for four-year college transcripts was 2.09 for San Diego Adult School graduates who had made an average grade-point of 2.75 or above (about a "B" minus in letter grades) in their high school work at San Diego Adult School.

shows that not only did fewer good students--as measured by grade-point averages of 2.75 and above--attend four-year colleges, but their success in college was more limited. Sixty-six per cent made grade-point averages ranging from 2.00 to 4.00. Thirty per cent made grade-point averages ranging from 1.00 to 2.00. And, 4 per cent made below 1.00, or decidedly failed in college.

Interpreting the 30 per cent whose grade-point range was from 1.00 to 2.00 is a little easier for Table VII than for Table VI, page 46. Four-year colleges generally allow the student only one semester to bring his grade-point average up to a "C." Therefore, the investigator assumes there would be more failures from this range of averages in the four-year than in the two-year institutions. Only a follow-up study to this study would divulge whether the percentage of San Diego Adult School graduates who failed on probation was comparable to or different from all students on probation.

As far as counseling is concerned, data comparisons of Table VI, page 46, and Table VII would indicate those members of the population whose grades averaged "B" minus or better at San Diego Adult School would be more successful in two-year colleges than in four-year colleges; the average grade-point for four-year colleges was 2.09 as compared to 2.31 for two-year colleges--in this study.

As to the four-year colleges' grade-point averages being lower than those of the two-year colleges, it would seem the extra 20 per cent making a "C" letter grade in the junior colleges were not competing with such highly preselected students there than if they had attended four-year colleges. Four-year colleges have consistently raised their entrance requirements, accepting the top third only of regular day students; local junior colleges expect an applicant to be within four semester credits of, or already to have achieved the high school diploma. The regular day students with whom adult school graduates compete in a four-year college have been to school more recently so that they have had the advantage of the increased course work material included in science, English, and mathematics courses in the past few years.

In regard to the performance of San Diego Adult School graduates as compared to regular day students in the area, it was difficult to obtain data about regular day students. It is considered confidential information. But the "Report on the Scholarship Records of Freshman Entrants" by the Office of Educational Relations at the University of California showed that 25 per cent of their entrants failed to make a "C" average when their high school averages for entering college had been 3.48. This was for the time period 1962 to 1965.

A check on grade-point averages made at San Diego Adult School revealed that twenty-three students who had made grade-point averages of 3.48 at San Diego Adult School made a 2.17 average in college. The University of California report cited above showed an average of 2.39 for college work of regular day students whose high school averages had been 3.48. Of the twenty-three San Diego Adult School cases, none had failed in college; however, because of the small number of cases involved and because attendance was at both two- and four-year colleges, the investigator grants a conservative evaluation of the closeness of the two college averages: there was a trend for San Diego Adult School graduates to fare as well academically as regular day students with comparable high school grade-point averages.

It should be encouraging for students and staff at San Diego Adult School to know that in the past five years their high achievers in evening high school were probably just as competent in college work as high achievers in regular day schools. Still, much information could be gained from further study of San Diego Adult School graduates. The third and last division of Chapter IV in this study has suggestions for further studies.

III. RECOMMENDATIONS FOR FUTURE FOLLOW-UP AND IN-DEPTH STUDIES

As a direct result of the problems encountered in this study, machinery has already been put in motion to make a follow-up study of academic achievement easier than the mechanics of this 196[illegible]1967 study. Specifically, some colleges do not allow the grades of their students to be forwarded to another school without the student's signed release. A form statement has now been included with the San Diego Adult School graduates' folders; the release is part of the permanent files and a copy can be forwarded to the college demanding such. Further, some colleges demand payment from the high school of graduation rather than reciprocal transfer of transcripts. The money necessary to complete this study points up the problem of supporting even a very small, on site, study--when clerical work is free (the investigator) and calculator, chair, and space for a medium-sized cardboard carton are also frequently enough available.

As to future in-depth studies for this population, the problems of money are more demanding because the population is made up, primarily, of military personnel who scatter out into the United States for college and jobs. It takes money to find these addresses after a lapse of several years. Self-addressed, enclosed envelopes are not very efficient in eliciting responses because they require work, i.e., writing and mailing, so personal interviews and free telegram responses are the expensive answers to the problems of response. Government funding is probably the answer to financing in-depth studies on the population.

Some of the questions in-depth studies should ask respondents are: "Why did you stop attending college?" "What was the most difficult problem for you while you were (are) attending college?" "How many years of work have you completed?" "Did you obtain a degree?" "Are you planning on or have you completed graduate work?" "What helped you in regard to your college work while you were at San Diego Adult School?" "How could San Diego Adult School have helped you more?" Of all these questions, perhaps the most relevant to this 1962-1967 study and to our national concern with manpower training is "Why did you stop attending college?" Hopefully, the question would elicit replies that could be used to offset attrition. Table IV, page 37, indicates that students from San Diego Adult School have a 20 to 30 per cent possibility of college failure; according to verbal reports from reliable staff at two local junior colleges, the attrition rate for all entering freshmen is from 25 to 30 per cent. The percentages of attrition are close, but an in-depth study would have to include 110 transcripts received but not used in the population study. These students withdrew before a failing grade would appear on their transcripts or did not appear for classes after registering. Some students were apparently eliminated before they walked through the front doors or soon after they entered classrooms. They emphasize the importance of the question, "Why did you stop attending college?" Yet, if the questionnaire were not too long, two optional paragraph replies could be useful in the in-depth study: "As a student over twenty-one years of age, why do you believe it was found that older high school graduates did significantly better in college than younger high school graduates of San Diego Adult School?" and "If you attended both a two-year college and a four-year college during the first two years of your college work, what was most disconcerting at each school?"

Doubtless, a follow-up study will be made and will cover the years following either January and February of 1967, or both. The principal of San Diego Adult School, Floyd M. McCune, will see that it is accomplished. Hopefully, an in-depth study, supported by federal funds, will follow through on the population in this study. Certainly it would benefit not only staff and students at this evening high school, but would be helpful to all educational institutions concerned with adult attrition--either on the secondary or at the college level.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This study was on the academic achievement as measured by grade-point averages of San Diego Adult School graduates who attended one or more semesters of colleges for the first time during the time period January-February, 1962, to January-February, 1967. Four hundred thirty-three students' transcripts from their colleges were culled for information on name and location of college, semester the work was taken, units of work attempted, and their grades which were converted to the four-point system used at San Diego Adult School, San Diego, California. The typical graduate student who went to college from San Diego Adult School was eighteen to twenty-five years of age, male, on active military duty or a veteran, and began his college work within two years after graduation.

I. SUMMARY OF THE RESULTS

Academic achievement and location of colleges: first semester. Sixty-one per cent of the population attended one of the three campuses of San Diego Junior College, San Diego, California, their first semester; they made a 2.27 grade-point average. Students who took their first semester at all other colleges in the San Diego County area made an average of 2.51. Grade-point averages in the County swung from a low of 1.95 at Southwestern Junior College, Chula Vista, to a high of 3.18 at Grossmont Junior College, El Cajon.

First semester college work taken at all California colleges located outside San Diego County had a grade-point average of 1.85. Since the first semester's workloads were virtually the same for the county colleges as for all colleges outside the County, it appeared San Diego Adult School prepared her graduates to perform better academically when they attended a college in San Diego County--a fact that could be explained by remembering that not only is the high school under the administration of San Diego Junior College, but the majority of the population attended the three campuses of the junior college. Moreover, the higher grade-point average for the County, as compared to non-County colleges, may have reflected a commonality of educational goals existing within the community.

Academic achievement and locations of colleges: all college work. For college work attempted by eighty-two students who attended sixty-five different colleges located in twenty-four other states, in Washington, D. C., and in Mexico, the grade-point average was 1.85. The average was 1.95 for the eighty-nine students who completed work in the forty-eight colleges located outside of San Diego County but within the state of California. Fifty students who attended six county colleges, not including the three campuses of San Diego Junior College, had student grade averages of 2.45. The three campuses of San Diego Junior College served 258 students whose grade-point average was 2.46.

For all college work completed, the grade-point average was 2.12; for the first semester, the average was 2.13.

Overall grade-point averages without regard to locations of colleges. Seventy per cent of the population made a "C" letter grade in college; 30 per cent made less than 2.00. A grey area of "Failures" was noted because the junior colleges considered readmittance largely on the basis of number of units previously attempted. The fewer the number of units completed, other things being equal, the better the students' chance of staying in college. Since 80 per cent or more of the population did attend a junior college, it was deemed appropriate to estimate that approximately 80 per cent of the population (which fell in the grade-point average range from 1.00, or "D," to 4.00, or "A") did succeed in staying in college, regardless of college location.

Age, and attendance at two- and four-year colleges were surveyed. The median age of twenty-one was used as the divider for older and younger students. The older group of students performed significantly better in college than the younger students.

There was no prediction of college grades that could be made from grade-point averages from high school work taken prior to attending San Diego Adult School; on the other hand, there was the data that a student with a given high school grade-point average from San Diego Adult School made a college average lover than his high school average. This finding is in agreement with reports on regular day students who "drop one grade in their first semester of college" (63).

Grade-point averages from San Diego Adult School were higher than the student's grade-point averages from other, previous high schools, where attendance, usually, had been mandatory. The argument was put forth that the *General Education Development Tests* and credit by examination paths were helpful in sustaining morale at the adult high school because they had reduced time needed to earn a high school diploma.

"B minus" graduates were surveyed to see if their academic levels were better at two-year colleges or four-year institutions. More than 80 per cent who attended two-year colleges made a "C" or 2.00 in college; but only 66 per cent made a "C" or better for all college work taken in four-year colleges.

Very high achievers in the population (those who had made an average of "B plus" at San Diego Adult School) were compared to regular day graduates who had made the high school average of "B plus," or 3.47 or above. San Diego Adult School graduates made the grade-point average of 2.17; regular day students made 2.39 at the University of California (19). It appeared San Diego Adult School graduates with high high school grades performed about as well as regular day students with similar high school grades.

II. RECOMMENDATIONS

It was recommended that another statistical study would be made on San Diego Adult School graduates who went on to college (after a temporal lag of several years) to see if the curriculum content were meeting the changing college curriculum.

It was recommended, also, that an in-depth study be made of the population regarding their reasons for attending college, their personal and academic problems, or both; the help or lack of it received from San Diego Adult School; the amount of work completed; degrees, or postgraduate work completed; and why they stopped attending college. Because 20 to 30 per cent failed in college, the last question is pertinent to adult counseling. It would be the important question to ask of the 110 students not included in the population of this study because they either never made it into the front doors or left after a day or two.

It was noted, too, that more money would be needed for the in-depth study than for a follow-up survey in another few years. The population characteristically having active military or veteran status requires time and money to track down recent addresses for these graduates. Since self-addressed enclosed envelopes do require the work of marking and mailing, it was suggested that better response might occur if the investigator employed telegrams from students when personal interviews were not possible. It was suggested that probably federal funding, which is becoming more available in the field of adult education, would be the answer to the in-depth study time and money problems.

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APPENDICES

APPENDIX A

SUMMARY OF GRADE-POINT AVERAGES AND NUMBER OF STUDENTS FOR SAN DIEGO ADULT SCHOOL GRADUATES WHO ATTENDED COLLEGES OUTSIDE OF CALIFORNIA IN THE PERIOD FROM 1961 TO 1967: ARRANGED ALPHABETICALLY BY NAME OF THE STATE

	For All College Work Attempted		For First Semester of College Only		
Name of college and state	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Troy State Coll. Alabama	1	2.54	1	2.68	19-1/2
Ariz. State Coll. Arizona (No. Ariz. Univ. as of 5/1/66)	2	1.13	2	1.24	10-1/2
Ariz. State Univ. Arizona	1	2.75	-	-	-
Ariz. Western* Arizona	1	2.37	1	2.50	6
Phoenix College Arizona	3	1.45	3	1.66	10-2/3
Univ. of Arizona Arizona	2	2.50	1	4.00	3

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Univ. of Ark. Arkansas	1	3.31	1	3.25	16
Ft. Lewis Coll. Colorado	1	2.71	-	-	-
Metro. State Coll. Colorado	1	1.36	1	1.72	14
Jacksonville Univ. Florida	1	2.67	-	-	-
Jr. Coll. of Broward County* Florida	1	2.20	1	2.20	15
Lake Sumter Jr. College* Florida	1	1.84	1	1.84	13
Miami-Dade Jr. College* Florida	1	0.00	1	0.00	12

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
St. Johns River Jr. College* Florida	1	2.15	-	-	-
Univ. of Hawaii Hawaii	1	2.43	1	2.00	3
Chicago City Jr. College* Illinois	1	2.26	1	1.76	13
Eastern Ill. Coll. Illinois	1	1.00	1	1.00	4
Millikin University Illinois	1	.33	1	.33	9
Rock Valley Coll.* Illinois	1	3.20	1	3.00	3
Southeast Jr. Coll.* Illinois	1	0.00	1	0.00	3
Univ. of Illinois Illinois	1	.60	-	-	-

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Butler Univ. Indiana	1	1.00	1	1.00	4
Ellsworth College* Iowa	1	.15	1	.15	13
State Coll. of Iowa Iowa	1	1.00	1	1.00	15
Butler County Community Jr. Coll.* Kansas	1	2.72	1	2.72	14
La. State Univ. & A. & M. College Louisiana	1	1.81	-	-	-
Southern Univ. in New Orleans Louisiana	1	2.23	1	2.00	14-1/2
Allegheny Community College* Maryland	1	1.23	1	1.00	5

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Univ. of Maryland Maryland	4	1.25	3	1.33	3
Detroit Inst. of Technology Michigan	1	0.00	1	0.00	6
Henry Ford Comm. College Michigan	1	3.00	-	-	-
[illegible] Michigan [illegible] Michigan	1	4.00	1	4.00	3
Univ. of Minn. Minnesota	2	1.95	2	1.61	13
Central Missouri State College Missouri	3	1.73	3	2.00	3-2/3
Univ. of Missouri at Kansas City Missouri	1	1.30	-	-	-

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
New Mexico State University New Mexico	1	1.70	1	1.56	16
Univ. of New Mex. New Mexico	1	1.52	1	1.13	15
Univ. of No. Carolina at Charlotte North Carolina	1	2.00	1	2.00	3
Ohio University* Ohio	1	2.50	1	3.00	3
Univ. of Toledo Ohio	1	3.18	1	2.57	7
Cameron State Agricultural College* Oklahoma	1	3.02	1	2.50	6
Okla. City Univ. Oklahoma	1	2.33	-	-	-
Univ. of Oklahoma Oklahoma	1	0.00	1	0.00	10

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Univ. of Tulsa Oklahoma	2	2.10	2	2.07	8-1/2
Memphis State Univ. Tennessee	2	2.13	2	1.50	3
Arlington State College Texas	3	.53	3	.29	8
Alvin Jr. Coll.* Texas	1	1.85	1	1.60	14
Del Mar College* Texas	1	2.00	-	-	-
East Texas State College Texas	1	3.00	-	-	-
Odessa College* Texas	2	1.95	2	2.22	11-1/2
Pan American Coll. Texas	1	1.39	1	2.00	3

APPENDIX A (continued)

Name of college and state	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
San Antonio Coll.* Texas	1	1.31	1	1.13	15
South Texas Jr. College* Texas	2	2.90	1	2.81	11
Southwest Texas State College Texas	1	2.00	1	1.50	6
Tyler Jr. College* Texas	1	0.00	1	0.00	3
Univ. of Houston Texas	2	.99	1	0.00	4
Weatherford Coll.* Texas	1	1.13	1	.50	4
Richmond Professional Institute Virginia	1	1.89	-	-	-
Everett Jr. Coll.* Washington	1	2.37	1	2.75	8

APPENDIX A (continued)

Name of college and state	For All College Work Attempted: Total number of students	For All College Work Attempted: Total grade-point average	For First Semester of College Only: Number of students	For First Semester of College Only: Grade-point average	For First Semester of College Only: Average number of units
Grays Harbor Coll.* Washington	1	1.60	1	1.60	13
Highline College* Washington	1	2.00	1	2.00	7
Univ. of Wash. Washington	1	2.64	-	-	-
Milwaukee School of Engineering, Inc. Wisconsin	1	3.00	-	-	-
George Wash. Univ. Wash., D. C.	1	3.50	-	-	-
Univ. of the Americas Mexico	1	2.11	1	.31	16
Total no. of colleges: 65	82	1.85	63	1.59	8-8/10

*Two-year college, rather than a four-year institution.

APPENDIX B

SUMMARY OF NUMBER OF STUDENTS AND GRADE-POINT AVERAGES FOR SAN DIEGO ADULT SCHOOL GRADUATES WHO ATTENDED COLLEGES LOCATED IN CALIFORNIA BUT NOT IN SAN DIEGO COUNTY: ARRANGED ALPHABETICALLY BY NAME OF THE COLLEGE

	For All College Work Attempted		For First Semester of College Only		
Name of college and city	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Ambassador College Pasadena	1	2.30	-	-	-
American River College* Sacramento	1	.70	1	2.00	7
Antelope Valley College* Lancaster	2	.83	2	.50	3
Cabrillo College Aptos	1	2.00	-	-	-
Calif. College of Mortuary Science* Los Angeles	1	3.70	1	3.65	20
Cerritos College* Norwalk	1	1.57	-	-	-

APPENDIX B (continued)

Name of college and city	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Chabot College* Hayward	3	2.00	3	2.08	4-2/3
Chaffey College* Alta Loma	2	2.65	2	2.65	9-3/4
City Coll. of S. F.* San Francisco	6	1.84	5	1.91	10-2/5
Coll. of San Mateo* San Mateo	3	2.05	3	2.25	5-2/3
College of the Sequoias* Visalia	1	2.53	1	2.42	14
Compton College* Compton	2	2.14	2	2.00	3
Diablo Val. Coll.* Concord	2	2.23	1	1.58	9-1/2
East L. A. College* Los Angeles	3	2.28	2	1.71	5
El Camino College* El Camino	1	2.00	1	1.50	6

APPENDIX B (continued)

Name of college and city	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point-average	Average number of units
Foothill College* Los Altos	2	1.97	2	2.25	10-1/2
Fullerton Jr. College* Fullerton	2	1.67	2	1.50	4-1/4
Long Beach City College* Long Beach	3	1.29	3	1.29	7-1/2
L. A. City Coll.* Los Angeles	5	2.01	4	1.70	7-1/2
L. A. Harbor Coll.* Wilmington	1	1.72	1	2.37	8
L. A. Pierce Coll.* Woodland Hills	3	2.19	2	2.72	7
Los Angeles Trade-Technical College Los Angeles	1	2.89	1	2.66	6
L. A. Valley Coll.* Van Nuys	2	1.75	2	1.75	6

APPENDIX B (continued)

Name of college and city	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Modesto Jr. Coll.* Modesto	1	1.12	1	1.12	10
Monterey Peninsula College* Monterey	1	1.42	1	1.42	14
Mt. San Antonio College Walnut	2	.95	2	.95	6-1/2
Oakland City Coll. Merritt Campus* Oakland	1	2.13	1	1.83	15-1/2
Osd.-Carlsbad Coll.* Oceanside	1	4.00	-	-	-
Orange Coast Coll.* Costa Mesa	2	2.81	2	2.80	10-1/2
Palomar College* San Marcos	4	2.20	4	2.03	5-1/8
Pasa. City College* Pasadena	3	1.96	2	1.75	4-1/2
Lancy Campus of Oak. City College* Oakland	1	2.77	1	2.00	3

APPENDIX B (continued)

Name of college and city	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Rio Hondo Jr. Coll.* Santa Fe Sprngs.	1	1.00	1	1.00	9
Riverside City College* Riverside	1	0.00	1	0.00	5
Sacramento State College Sacramento	1	3.00	1	3.00	3
San Bdo. Valley College* San Bernardino	2	2.00	2	2.00	3-1/2
San Joaquin Delta College* Stockton	1	2.00	1	2.00	3
San Jose City College* San Jose	3	2.50	3	2.50	6-1/3
Santa Ana College* Santa Ana	3	1.32	3	.94	10-1/3
S. B. City Coll.* Santa Barbara	1	2.14	1	2.14	14

APPENDIX B (continued)

Name of college and city	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
Santa Monica City College* Santa Monica	3	1.80	2	2.00	2-1/2
Santa Rosa Jr. College Santa Rosa	1	2.29	1	2.29	7
Southwestern Univ. Los Angeles	1	1.90	1	1.60	9
Taft College* Taft	1	1.91	1	1.58	12
Univ. of Calif. Berkeley	2	2.25	2	2.15	13-1/2
Univ. of So. Calif. Los Angeles	1	1.66	1	1.66	12
Victor Valley College* Victorville	1	0.00	1	0.00	3

APPENDIX B (continued)

Name of college and city	For All College Work Attempted		For First Semester of College Only		
	Total number of students	Total grade-point average	Number of students	Grade-point average	Average number of units
West Valley College* Campbell	1	2.00	1	2.00	3
Total no. of colleges: 48	89	1.95	78	1.85	7-3/4

*Two-year institutions only.

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